

PROPOSED REGULATIONS, EDUCATION CODE 5002-3

July 17, 1972

Purpose of Meeting:

To advise the State Department of Education on proposed regulations to carry out the purpose of new code sections on racial and ethnic imbalance in pupil enrollment.

Requirements of the Code Sections:

1. Periodic racial and ethnic surveys;
2. Findings by the Department of Education regarding imbalance and notification to districts;
3. District study and consideration of plans to remedy imbalance;
4. Submittal to Department of Education of district plans, with schedules for implementation;
5. Department of Education determination of adequacy of plans and implementation schedules, and report of findings to State Board of Education;
6. Summary report of findings to Legislature each year; and
7. Adoption by State Board of Education of rules and regulations to carry out intent of Sections 5002-3.

Role of Regulations and Procedures:

Regulations define terms and establish criteria for determining compliance with requirements of law. Procedures will be developed by the Department of Education to implement the law and the regulations.

Respective Responsibilities:

Local governing boards determine methods by which to prevent and eliminate imbalance; they may request findings of infeasibility regarding certain schools. Department of Education reviews plans and schedules for implementation, and makes determinations of their adequacy.

Issues for Discussion:

1. Determination of adequacy of plans (pages 6, 7, 8):

Department of Education reviews plans to determine:

- a. whether, when implemented, they will prevent and eliminate imbalance to the extent that is feasible;

- b. whether the highest priority has been placed on eliminating the most extreme imbalance; and
- c. whether the implementation schedule is the earliest that can be made effective.

2. Acceptance or rejection (pages 9, 10):

If a plan does not meet requirements, the Department shall promptly advise the district in writing of its findings, and the district shall prepare and submit a revised plan for further review and evaluation. Criteria for determining adequacy are stated in the draft. No deadlines for compliance are stated, but there will be an annual report to the Legislature on the results of procedures under the code sections.

3. Schedules for implementation (pages 5, 6, 7):

The draft states that implementation shall be the earliest that can be made effective. Feasibility factors apply to implementation schedules as well as to exemption of individual schools.

4. Measure of significant difference (pages 2, 3, 4):

Four different measures are proposed in the draft; any of them meets the need to define a cutoff point beyond which a school is considered imbalanced (because the percentage of pupils of one or more racial or ethnic groups differs significantly from the districtwide percentage). A definition is required to provide the Department of Education with necessary data for notification to districts, administration and reports. It is required to provide districts with a clear description of the problem and a means of evaluating possible solutions. Identification of a school as imbalanced does not necessarily require immediate action; feasibility, priority and other considerations may result in earlier action on other schools or exemptions of a school from plans.

5. Findings of infeasibility (pages 8, 9):

Feasibility factors are listed in draft; they include distance of an individual school from others, terrain or safety factors relating to transportation, and effect of plans on educational programs.

IN THE SUPERIOR COURT OF THE STATE OF CALIFORNIA
IN AND FOR THE COUNTY OF SAN BERNARDINO
MINUTES

DEPARTMENT III in Extra Session

HON: PAUL W. EGLY

Judge

DATE June 27, 1972

TIME 10:00 a.m.

V. DENNIS WARDLE, County Clerk

By Robert O. Snow Jr.

Deputy

Frank Bland, Sheriff, By John Galleher

Deputy

Reporter Leonard D. Gunn

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

55286
-vs-

SAN BERNARDINO UNIFIED SCHOOL DISTRICT, et al

This Petition for Mandate having been heard before this Court sitting without a jury, the petitioner, The National Association For The Advancement Of Colored People, appearing by attorney Nathaniel S. Colley, and co-counsel, Nancy B. Reardon, and the respondents, San Bernardino Unified School District and San Bernardino Board of Education appearing by Bert W. Levit of the firm of Long and Levit, and the Official Court Reporter, Leonard D. Gunn, being present as heretofore, evidence, both oral and documentary, having been produced by both sides and both sides having rested their respective case, the Court finds and orders the following:

1. That this Petition for Writ of Mandate is a proper class action.

2. That the Petition invokes the protection of the Fourteenth Amendment to the United States Constitution and that said Fourteenth Amendment requires of this state and of its political subdivisions the prevention of racial segregation in its public schools. Further, the Court finds that by the California case law this is declared to be the law of this state, and further, that the California Legislature has, in Sections 5002 and 5003 of the Education Code,

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Tues DAY THE 27 DAY OF June 1972, AT 10:00 O'CLOCK A. M., DEPT. III-ex

enacted the legislative policy of this State to be one which is in compliance with the mandate of the Fourteenth Amendment and the California case law. That said sections establish a State policy that persons and agencies responsible for the establishment of school attendance centers, of the assignment of pupils thereto "shall prevent and eliminate racial and ethnic imbalance in pupil enrollment as a matter of high priority." Said sections provide for the promulgation of rules and regulations and for the establishment of an administrative procedure on a statewide basis, for the implementation of said policy by and through the governing boards of each school district and the State Board of Education; that by reason of said state action through its legislature, the Court is of the opinion that said enactments furnish the conduit for the prompt and adequate resolution of such problems of racial imbalance as they exist in the respondent district. That in order to allow this district and this state to use the provisions of the aforesaid educational code sections for the adjustment of racial imbalances which this Court has found to exist, it intends to enter an interim order ordering the compliance with the state policy by the respondent district in terms and in the manner which it deems equitable and reserves jurisdiction to rule upon the granting of the mandate until the Court shall have been satisfied that the requirements of the Fourteenth Amendment of the United States has either been satisfied in this manner or has not been satisfied.

The Court recognizes that the State Board of Education has not as yet published its rules and, therefore, until said rules are published and the respondent district has acted in compliance with Sections 5002 and 5003 of the Code of Education, the Court is unable to determine whether or not any other remedy as would be required under the Fourteenth Amendment is appropriate, required or necessary.

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5286 cont.) It, therefore, reserves jurisdiction to make such ruling until respondent board has been given an opportunity to comply with the aforesaid Education Code sections.

The Court specifically finds that there is no racial nor ethnic imbalance existing in any of the Senior High Schools of the San Bernardino City Unified School District. The Court finds that there is racial and ethnic imbalance in the following schools in that the percentage of black or Negro pupils and pupils with Spanish surnames who are of a similar ethnic background exceed by 15% the percentage of black or Negro pupil population in the San Bernardino City Unified School District, or exceeds by 15% the percentage of the pupils with Spanish surnames of similar ethnic backgrounds:

Franklin Junior High School

California Elementary School

Muscoy Elementary School

Muscott Elementary School

Rio Vista Elementary School

Roosevelt Elementary School

The Court further finds that the San Bernardino City Unified School District and the San Bernardino Board of Education are public agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto and that as such, under said sections, they have a duty to give high priority to preventing and eliminating racial and ethnic imbalance in pupil enrollment in the schools of said district in all decisions relating to school sites, school attendance areas, and school attendance. That by reason of the aforesaid, the Court, therefore, orders respondents and each of them to comply fully with the provisions of said Sections 5002 and 5003 of the Education Code and the rules and regulations of the State Board

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nt.) of Education formulated thereunder, and to proceed promptly to prepare
and submit to the State Board of Education a plan or plans for the
elimination of such racial imbalance as may exist in the schools of
respondent district, with a proposed time table for the implementation
of such plan or plans.

Study and preparation of the plans by the respondents and each
of them shall begin within one week from the date of this minute order
and submittal thereto shall be made to the State Board of Education as
soon as possible thereafter and in any event not later than the 1st
of September, 1972. A copy of such submittal shall be filed in this
action by the respondent and served on petitioner's counsel.

Respondents shall also file herein with service on petitioner's
counsel interim reports on the progress being made in implementing said
plans, the first of such report shall be filed herein on or before
December 31, 1972, and subsequent reports shall be filed quarterly
thereafter until the further order of this Court.

The Court further finds that there is racial and ethnic
imbalance existing in the teaching and administrative staff of the San
Bernardino City Unified School District; in the plan to be submitted
by the respondents they shall provide for its elimination as is
consistent with the applicable law and rules and regulations of the
State Board of Education.

The Court directs that a copy of this minute order and a copy
of any further plans, decrees or orders shall be mailed forthwith by
the Clerk of this Court to the Bureau of Inter-Group Relations,
Department of Education, State of California, Education Building,
Capitol Mall, Sacramento, California. The Court hereby invites the
participation of the Bureau in the formulation of the plans to be
developed by the respondent district as provided for in this order.

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The Court shall retain jurisdiction in this cause for all purposes and shall make such findings, orders, judgments and decrees as the Court may deem proper, either on its motion after notice, or on motion of a party after notice; it being understood that the order heretofore made is an interim order made in aid of the petition but without a specific finding save as set forth above, it being the desire of this Court to restrain itself in the exercise of its jurisdiction before denying or granting the petition for mandate until there has been an opportunity by the respondent to comply with the stated State policy.

It is understood that neither party has waived their respective rights to findings.

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SAN BERNARDINO UNIFIED SCHOOL DISTRICT, et al

This Petition for Mandate having been heard before this Court sitting without a jury, the petitioner, The National Association For The Advancement Of Colored People, appearing by attorney Nathaniel S. Colley, and co-counsel, Nancy B. Reardon, and the respondents, San Bernardino Unified School District and San Bernardino Board of Education appearing by Bert W. Levit of the firm of Long and Levit, and the Official Court Reporter, Leonard D. Gunn, being present as heretofore, evidence, both oral and documentary, having been produced by both sides and both sides having rested their respective case, the Court finds and orders the following:

1. That this Petition for Writ of Mandate is a proper class action.

2. That the Petition invokes the protection of the Fourteenth Amendment to the United States Constitution and that said Fourteenth Amendment requires of this state and of its political subdivisions the prevention of racial segregation in its public schools. Further, the Court finds that by the California case law this is declared to be the law of this state, and further, that the California Legislature has, in Sections 5002 and 5003 of the Education Code,

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The Court recognizes that the State Board of Education has not as yet published its rules and, therefore, until said rules are published and the respondent district has acted in compliance with Sections 5002 and 5003 of the Code of Education, the Court is unable to determine whether or not any other remedy as would be required under the Fourteenth Amendment is appropriate, required or necessary.

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It, therefore, reserves jurisdiction to make such ruling until respondent board has been given an opportunity to comply with the aforesaid Education Code sections.

The Court specifically finds that there is no racial nor ethnic imbalance existing in any of the Senior High Schools of the San Bernardino City Unified School District. The Court finds that there is racial and ethnic imbalance in the following schools in that the percentage of black or Negro pupils and pupils with Spanish surnames who are of a similar ethnic background exceed by 15% the percentage of black or Negro pupil population in the San Bernardino City Unified School District, or exceeds by 15% the percentage of the pupils with Spanish surnames of similar ethnic backgrounds:

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Rio Vista Elementary School

Roosevelt Elementary School

The Court further finds that the San Bernardino City Unified School District and the San Bernardino Board of Education are public agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto and that as such, under said sections, they have a duty to give high priority to preventing and eliminating racial and ethnic imbalance in pupil enrollment in the schools of said district in all decisions relating to school sites, school attendance areas, and school attendance. That by reason of the aforesaid, the Court, therefore, orders respondents and each of them to comply fully with the provisions of said Sections 5002 and 5003 of the Education Code and the rules and regulations of the State Board

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of Education formulated thereunder, and to proceed promptly to prepare and submit to the State Board of Education a plan or plans for the elimination of such racial imbalance as may exist in the schools of respondent district, with a proposed time table for the implementation of such plan or plans.

Study and preparation of the plans by the respondents and each of them shall begin within one week from the date of this minute order and submittal thereto shall be made to the State Board of Education as soon as possible thereafter and in any event not later than the 1st of September, 1972. A copy of such submittal shall be filed in this action by the respondent and served on petitioner's counsel.

Respondents shall also file herein with service on petitioner's counsel interim reports on the progress being made in implementing said plans, the first of such report shall be filed herein on or before December 31, 1972, and subsequent reports shall be filed quarterly thereafter until the further order of this Court.

The Court further finds that there is racial and ethnic imbalance existing in the teaching and administrative staff of the San Bernardino City Unified School District; in the plan to be submitted by the respondents they shall provide for its elimination as is consistent with the applicable law and rules and regulations of the State Board of Education.

The Court directs that a copy of this minute order and a copy of any further plans, decrees or orders shall be mailed forthwith by the Clerk of this Court to the Bureau of Inter-Group Relations, Department of Education, State of California, Education Building, Capitol Mall, Sacramento, California. The Court hereby invites the participation of the Bureau in the formulation of the plans to be developed by the respondent district as provided for in this order.

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It is understood that neither party has waived their respective rights to findings.

April 4, 1972

Carl E. Ulrich
California Education Project
NAACP Legal Defense and Educational Fund, Inc.
12 Geary Street
San Francisco, California 94108

Dear Mr. Ulrich:

Thank you for your recent letter regarding comparability of services in districts being served by ESEA, Title I projects. The California Department of Education shares with you a sincere concern that the intent of the compensatory education programs under P.L. 89-10, as amended, be carried out in compliance with Federal requirements.

The California Comparability Plan and reporting procedures were sent to local districts during the past week. I am enclosing a copy of the revised plan and report document. The revisions reflect the new interpretations provided in the Federal Register, Number 199, dated October 14, 1971. Our revised comparability report conforms very closely to the Federal requirements. We believe that any inequities in district programs will be evident from this report. Please note that teacher's salaries are included in the computation of the per pupil expenditures for salaries.

If I can be of further assistance, please let me know. Should you have technical questions regarding the Comparability Plan and report, please contact the Bureau of Fiscal Management in the Division of Compensatory Education. (Telephone number: 916 445-2667)

Sincerely,

WILSON RILES

REWRITTEN PER: Enclosure	PREPARED BY: <i>Wilson</i> (Surname) 4/3/72 (Date)	CONFIRMED: <i>Wilson</i> (Surname) 4/4/72 (Date)	CONFIRMED:	CONFIRMED:
SURNAME FORM FO-397			(Surname)	(Surname)
DF70-163 1372-300 4-71 50M			(Date)	(Date)



NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC.
12 Geary St., San Francisco, Calif. 94108 • (415) 788-8736
(National Office, 10 Columbus Circle, N.Y., N.Y. 10019 • 586-8397)

January 26, 1972

Dr. Wilson Riles
Superintendent of Public Instruction
California Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Dr. Riles:

I have enclosed a copy of a presentation Mrs. Darlene Lawson made to the Oakland Board of Education on January 25, 1972. This presentation is a dramatic indication of the need to write new guidelines for comparability which included teacher salaries as part of comparability.

There is no doubt in my mind but that similar statistics can be shown in any large California urban school district where Title I schools have a lower teacher salary rate, a higher substitute rate, and as a consequence of both of these factors, tend to have less experienced, less competent teachers.

There is also the consideration that Title I monies are being spent under staff development to train teachers who soon go on to other schools in the district where they are not serving Title I children.

I hope that you will give consideration to amending your comparability guidelines to include teacher salaries in the comparability formula.

Sincerely yours,

Carl E. Ulrich
California Education Project

Enclosure: Presentation by Mrs. Darlene Lawson to the Oakland California School Board

cc: Dr. Xavier Del Buono

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MAR 15 1972
Bureau of Fiscal Management
Compensatory Education

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Mrs. Samuel McCrae Cavert
Fanny Travis Cochran
James Bryant Conant
Albert Sprague Coolidge
Aaron Copland
George S. Counts
Henry Hitt Crane
Maxwell Dane
Ossie Davis
Albert Edward Day
Ruby Dee
Albert C. Difffenbach
Ralph Ellison
Morris L. Ernst

H. William Fitelson
Louis Finkelstein
John Hope Franklin
Buell G. Gallagher
Mrs. A. G. Gaston
Harry D. Gideonse
Mary Barnett Gilson
Roland B. Gittelsohn
Frank P. Graham
Morton S. Grossman
Herman Halperin
S. Ralph Harlow
Edler Hawkins
James G. Heller
Bishop Henry W. Hobson
Sidney Hook
Mrs. Raymond V. Ingersoll
Mrs. Henry A. Ingraham
Mordecai W. Johnson
Mrs. Percy Julian
Horace M. Kallen
Freda Kirchwey
John Howland Lathrop
James Lawrence, Jr.
Mrs. Herbert H. Lehman
Henry Smith Leiper

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Archibald MacLeish
Horace S. Manges
Benjamin E. Mays
Robert J. McCracken
Karl Menninger
Charles Merrill
Bishop Paul Moore, Jr.
Reinhold Niebuhr
Palfrey Perkins
A. Philip Randolph
Mrs. Ira De A. Reid
Norman Rockwell
Carl T. Rowan
John L. Saltonstall, Jr.
William H. Scheide
George N. Shuster
Mrs. Harper Sibley
Arthur B. Spingarn
Telford Taylor
Charles J. Turck
Harold C. Urey
William H. Vanderbilt
Robert Penn Warren
Bradford Young

The "Committee of 100", a voluntary cooperative group of individuals, headed by Bishop Paul Moore, Jr., has sponsored the appeal of the N.A.A.C.P. Legal Defense and Educational Fund, Inc. since 1943 to enable the Fund to put into operation a program designed to make desegregation a reality throughout the United States.

Mrs. Darlene Lawson
7001 Weld Street
Oakland, CA 94621

Presentation to the Oakland Public Schools
Board of Education

January 25, 1972

The budget released by the administration last December shows in cold numbers what many Title I parents have always known: Many teachers in flatland schools are inexperienced and are only marking time until they are eligible to be promoted to a school in the hills.

If you compare the eleven wealthiest elementary schools in the hills to the Title I elementary schools this becomes clear.

The per pupil allocation for regular classroom teachers is \$359 in the Title I schools compared to \$425 in the hill schools.

In the Title I schools the average teacher is paid less than \$11,000; in the hill schools almost \$13,000. The average Title I teacher is paid 84% of what the average hill school teacher is paid.

Among the hill schools, the lowest average salary is \$11,400 -- this is at Hillcrest school. This salary is higher than the average salary at 9 of the 14 Title I schools.

The state guidelines stress the need to hire experienced teachers for Title I schools and in 1969 the State Department of Education criticized Oakland's Title I program because too many teachers did not have the expertise necessary to work effectively with economically disadvantaged children.

Teachers demand that those with seniority be given first choice when openings occur and the most experienced teachers apparently jump for hill schools because they have higher status or because they think the children there are easier to teach.

This means that Title I schools get a disproportionate number of new teachers who either do not stay with the system or who mark time in flatland schools until they can be promoted.

It seems evident that the situation should be reversed if the Board of Education is sincerely interested in equal educational opportunity. The more experienced teachers should be teaching at flatland, not hill schools.

But the Oakland School Board encourages this inequity by allocating to schools a specified number of teachers per pupil rather than a specified amount of money per pupil to be used for teachers salaries. Were the money equalized, or if more money were allocated to flatland schools, teachers would be discouraged from using Title I schools as training ground since there would be less chance of promotion to the hills.

One answer to this problem would be to assign teachers. You must cut down on inexperienced teachers and the high rate of substitute teachers in the flatland schools. As has been shown over and over again teachers salaries is one of the most important factors related to children's learning.

WILSON RILES

Superintendent of Public Instruction
and Director of Education



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 4, 1972

Carl E. Ulrich
California Education Project
NAACP Legal Defense and Educational Fund, Inc.
12 Geary Street
San Francisco, California 94108

Dear Mr. Ulrich:

Thank you for your recent letter regarding comparability of services in districts being served by ESEA, Title I projects. The California Department of Education shares with you a sincere concern that the intent of the compensatory education programs under P.L. 89-10, as amended, be carried out in compliance with Federal requirements.

The California Comparability Plan and reporting procedures were sent to local districts during the past week. I am enclosing a copy of the revised plan and report document. The revisions reflect the new interpretations provided in the Federal Register, Number 199, dated October 14, 1971. Our revised comparability report conforms very closely to the Federal requirements. We believe that any inequities in district programs will be evident from this report. Please note that teacher's salaries are included in the computation of the per pupil expenditures for salaries.

If I can be of further assistance, please let me know. Should you have technical questions regarding the Comparability Plan and report, please contact the Bureau of Fiscal Management in the Division of Compensatory Education. (Telephone number: 916 445-2667)

Sincerely,

WILSON RILES

Enclosure

February 17, 1972

Mr. Leonard H. Carter, Regional Director
National Association for the Advancement
of Colored People
Odd Fellows Building, Room 221
1025 9th Street
Sacramento, California 95814

Dear Leonard:

Thanks for your letter of February 10. It was a pleasure to hear from you.

The Bureau of Intergroup Relations evaluates all school district organization proposals to determine whether the proposal would promote the segregation of pupils. They did so in the cases you mention in your letter and of those that the Board endorsed, none, in my opinion, would promote segregation.

Thanks very much for your interest in this matter.

Sincerely,

WILSON RILES



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

MRS. VIRNA M. CANSO
Legislative Advocate - Field Director
West Coast Region NAACP

Odd Fellows Building, Room 221
1025 - 9th Street
Sacramento, California 95814

(916) 444-9230

February 10, 1972

Dr. Wilson C. Riles
Superintendent of Public Instruction
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Dr. Riles:

The National Association for the Advancement of Colored People is concerned about numerous unification requests appearing on the State Board of Education's meeting agenda, today.

It is imperative that each District be apprised of school desegregation laws as well as the pending NAACP Omnibus lawsuit.

I trust that unification will not be used as a means of avoiding compliance with the law.

It is my hope that each such request will be studied and acted upon with full consideration of its effect on school desegregation.

I would like to hear from you in this regard.

Sincerely,

A handwritten signature in cursive ink that reads "Leonard H. Carter, NAACP".

Leonard H. Carter
Regional Director

LHC:poc

cc: Attorney Nathaniel S. Colley
Mrs. Virna M. Canson

Memorandum

To : Dr. Riles

Date : February 9, 1972

File No.:

From : Legal Office

Subject: NAACP VS. REAGAN, STATE BOARD OF EDUCATION, et al.

At the January Board meeting, Mr. Martland, Deputy Attorney General, discussed this matter with the Board. The Board authorized the Attorney General to assert all defenses available under law in defending this matter.

The Attorney General has informed the Department that one of the defenses intended to be asserted is that Education Code Sections 5002 and 5003 (The Bagley Bill) require local districts to eliminate racial imbalance; to prepare, implement, and submit to the Department of Education for its rejection or acceptance, plans to accomplish this task; that the legislation goes beyond what is required by the Constitution or the U.S. Supreme Court in the area of racial imbalance.

Implicit in this argument is the recognition by the State Board of Education of its duty to hold hearings and enact regulations under the Bagley Bill subsequent to the effective date of that bill, March 4, 1972; that the court may retain jurisdiction of this matter until the State Board of Education conducts hearings and enacts regulations; that the court may order the Board to so act if it does not proceed in a timely fashion.

I recommend this be brought to the Board's attention during their executive session on February 11 in order to apprise the Board of the ramifications inherent in this defense.

RRC:sc

BC: Mrs. Joseph

December 20, 1971

Mrs. Virna M. Canson
Legislative Advocate - Field Director
West Coast Region NAACP
Odd Fellows Building - Room 221
1025 9th Street
Sacramento, California 95814

Dear Virna:

Last month you wrote me expressing your interest in the Equal Educational Opportunities Commission.

At the present time we are making a careful study of the direction the Commission should take and preparing some criteria for the Board's consideration. Before we make any decisions we are planning to have our staff interview knowledgeable persons and organizational representatives. I do know that Charlotte and a number of others have been interviewed. I shall ask the staff, if they have not already done so, to discuss this matter with you and with Leonard Carter.

I feel, and I know you agree, that we have an opportunity to make this Commission a very effective instrument in achieving equal educational opportunity for the children of this state. We are proceeding carefully so that we can accomplish the mission.

Sincerely,

WILSON RILES



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

MRS. VIRNA M. CANSO
Legislative Advocate - Field Director
West Coast Region NAACP

Odd Fellows Building, Room 221
1025 - 9th Street
Sacramento, California 95814

(916) 444-9230

November 18, 1971

RECEIVED
DIRECTOR OF EDUCATION
NOV 19 1971

Dr. Wilson C. Riles
Superintendent of Public Instruction
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Wilson:

We note, with a great deal of pleasure, the passage and the Governor's signing of Assembly Bill 2800.

Congratulations on achieving this major step in reorganization.

While each Commission is very important to us, we feel a certain pride of co-sponsorship in the Equal Educational Opportunities Commission.

We are concerned about the kinds of persons appointed to the Commission, the work program of the Commission and other related changes to achieve maximum benefits for the children.

Leonard has asked me to set up a second meeting with you, similar to the one we had in the Spring.

I would deeply appreciate your suggesting a couple of dates which would be convenient for you and I will proceed from there.

Sincerely,

A handwritten signature in blue ink.

Virna M. Canson

VMC:poc

cc: Mr. Leonard H. Carter

State of California
Department of Education

December 15, 1971

Dr. Brunetta R. Wolfman
Co-President
National Association for the
Advancement of Colored People
P. O. Box 844
El Cerrito, California 94530

Dear Dr. Wolfman:

Thank you for your letter of the 18th of November 1971 expressing concern over the article which appeared in the San Francisco Chronicle which dealt with the results of the state testing program. I would like to offer the following reactions to your comments.

We, in the State Department of Education, are very aware of the concern which is being expressed about the use of standardized tests to measure student success and we are also concerned about the interpretations which are sometimes given to the results of such tests.

Let me assure you that the Department of Education in no way or manner supports the interpretation that the results of the state testing program is evidence of a hereditary or basic ability difference between the various populations of the State. What it does tend to support, however, is the very real difference between students of different economic levels.

We, in the Department of Education, are not only aware of the relationship between economic status and student achievement, but we are also committed to the elimination of this difference. The Elementary and Secondary Education Act programs, the Urban Education Task Force, and the Bilingual-Bicultural Task Force are just some of the ways we are attempting to correct what, for too long, has been an unacceptable distinction between the students and citizens of the State of California.

REWRITTEN PER:	PREPARED BY:	CONFIRMED:	CONFIRMED:	CONFIRMED:
SURNAME FORM FO-397	(Surname) (Date)	(Surname) (Date)	(Surname) (Date)	(Surname) (Date)

December 15, 1971

The Department of Education is also aware of the cultural biases built into many tests. A special committee was selected and charged by the State Board of Education to study and make recommendations regarding this very problem. Following the recommendations of that committee to the State Board, a new ad hoc committee is now in the process of designing a state assessment system which is more directly related to the objectives and activities of the schools. One of the criteria of this system is that the testing instruments are not biased toward any cultural or ethnic group.

Let me personally assure you that I and the members of the Department of Education share with you the concern about the differential achievement patterns of the students in the State and nation. We are also aware that "concern" is not going to solve any problems. Only well planned and co-ordinated action can do this, and this is the direction in which we are moving.

Thank you for your letter and your actions to hold us to our commitment.

Sincerely,

WILSON RILES

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE



EL CERRITO - CONTRA COSTA COUNTY BRANCH
P. O. BOX 844
EL CERRITO, CALIFORNIA 94530 - PHONE 524-5990 • 524-5462
November 18, 1971

Dr. Wilson Riles
Superintendent of Public Instruction
State Department of Education
Sacramento, Calif.

RECEIVED
DIRECTOR OF EDUCATION
NOV 19 1971

Dear Dr. Riles,

We are disturbed and deeply distressed over an article in the Friday, November 12 edition of the "San Francisco Chronicle" which summarized a report by Alex Law on the results of the reading tests. The poor results of the Oakland and San Francisco districts were attributed to "a high index of poverty, large minority enrollment, a high mobility rate, and generally lower IQ average." Then article then went on to place the responsibility for the low test scores on the minority enrollment; it stopped short of bringing up the old heredity myth.

We feel that your staff must be unaware of an increasing number of recent research findings which challenge the entire testing program with its racist assumptions and implications. We have few doubts that Caucasian parents will use the report to support their opposition to school integration. Undoubtedly, both Black and Caucasian middle-class parents will use the report as justification for the abandonment of the urban public schools.

We feel that some explanation is due the many teachers and administrators of all ethnic groups who are working to educate urban children and those organizations striving to bring about school integration and a more equitable society. We all deserve more than the simplistic biased report presented to the public by the press account of the report presented to the State Board.

Sincerely,

Brunetta R. Wolfman
Brunetta R. Wolfman, Ph.D.
Co-President

RECEIVED
NOV 26 1971

7
WEST COAST REGION, NAACP, LEGISLATIVE OFFICE
1025 Ninth Street - Room 221
Sacramento, California 95814
916 444-9230

RECEIVED
DIRECTOR OF EDUCATION
NOV 9 1971

MEMORANDUM

Date: November 8, 1971

To : Mr. Leonard H. Carter
From : Mrs. Virna M. Canson
Subject : School Problems in Dunnigan, California

Late Monday evening, November 1, Jim Williams telephoned me at home, to advise me of problems which black students and parents were encountering with the school in Arbuckle, California.

The problems stem from the actions of a racist-minded bus driver. The blacks have had previous problems with this bus driver.

When the problem first occurred, Jim Williams and King Morris went to the community to assist the people. Certain agreements were made between the Administration, Jim and the people. The agreements have not been adhered to by the Administration.

Five black children were expelled from school, November 1. An incident on the bus triggered the action by the Principal.

I advised Jim that the parents should put their request for help from NAACP in writing, as well as give details of the incident in writing. Jim passed this advice on to the group.

They, in turn, did write a request for help, but decided to come to Sacramento, in person, to explain the details. They came to the Legislative Office on Tuesday, November 2.

They first went to the NAACP Branch office, but found no one in. They then telephoned my office, and I invited them to come in immediately.

I telephoned Doctor Riles' office and asked for assistance. I was referred to the Bureau of Intergroup Relations.

Mr. Walter Expose, two of the parents involved and myself went to the Bureau of Intergroup Relations. We met with Mr. Ples Griffin and Mr. Wilmer Leon, Consultant in the Bureau.

Mr. King Morris, Chairman of the Sacramento Branch NAACP Education Committee, called me November 3 to explain further, his role in the first problem reported prior to the incident of November 1.

I advised Mr. Morris of what had transpired on November 2 and urged him to coordinate with the Bureau of Intergroup Relations.

BC: Virna Canson

Leonard Carter

November 4, 1971

*mailed
Nov. 19*

Mr. Benjamin Criswell, President
National Association for the Advancement
of Colored People
San Francisco Branch
2006 Sutter Street
San Francisco, California 94115

Dear Mr. Criswell:

Thank you for your letter regarding the private schools being organized in San Francisco. As you know, I have already expressed my concern publicly.

I am not certain if legislation is an answer. We are only in the early stages of collecting information on private schools in general in California. I feel it is my responsibility as Superintendent of Public Instruction to collect the information and for the public to determine what steps they wish to take based on the facts.

In respect to the fire and safety codes, it is certainly within the authority of the county of San Francisco to investigate and correct if there are infractions of the code.

We'll keep in touch with Virna Canson on this matter if there is something to be done.

Sincerely,

WILSON RILES

WRmjs

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

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2006 SUTTER STREET
SAN FRANCISCO, CALIF. 94115

October 13, 1971

RECEIVED
DIRECTOR OF EDUCATION
OCT 15 1971

Supt. Wilson H. Riles
Supt. of Public Instruction
Sacramento, California

Dear Dr. Riles:

May I have this opportunity to express some dissatisfaction and some fears that we have here in the N.A.A.C. P. about the large number of private schools that are being organized throughout the county of San Francisco.

Many of these schools have black youngsters and we are concerned about the quality of education that these Black and other minority youngsters may be getting. I understand that there may not be the tools at the State level to require that these schools be schools that produce quality education.

We here in the N.A.A.C.P. will be happy to try to arrange with some of our legislators to write the proper legislative tool to require the person who is going to establish a private school to meet certain standards which they do not now.

We understand that anyone who desires to open a school may do so without too much trouble from the State.

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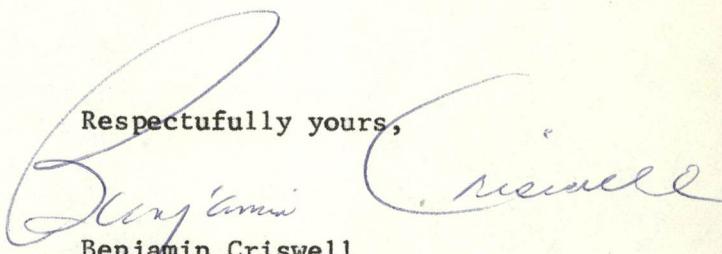
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The other thing that we are concerned about is that some of these schools do not meet the fire and safety codes.

May we respectfully request that you who are at the the State level will do whatever is necessary for you to do to see that these schools meet certain requirements.

If teeth in the law is needed, we of the N.A.A.C.P. will be happy to ask one of our legislators to sponsor such a law or bill.

Respectfully yours,


Benjamin Criswell
President

cc: Mrs. Verna Canson
Leonard Carter

October 26, 1971

Mr. Benjamin Criswell, President
National Association for the Advancement of Colored People
San Francisco Branch
2006 Sutter Street
San Francisco, California 94115

Dear Ben:

Thanks very much for your recent letter endorsing the stand we took regarding the Serrano decision.

As you know, I am thoroughly in favor of the Court's action and have asked the Attorney General to remove my name as a defendant in the case. As you probably know, the State Controller, Mr. Flournoy, took a similar action. Whether the case is appealed or not, I believe we should focus on urging the Legislature to revise educational support in line with the California State Supreme Court's ruling. By no means should our Legislature wait until the U. S. Supreme Court rules on this matter.

It was a pleasure hearing from you and I trust that we can maintain good communication to improve the effectiveness of education of the students of the state.

Sincerely,

WILSON RILES

bc: Virna Canson
Houston Flournoy

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

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2006 SUTTER STREET
SAN FRANCISCO, CALIF. 94115

October 14, 1971

Supt. Wilson H. Riles
Supt. of Public Instructions
Sacramento, California

Dear Dr. Riles:

Needless to say, the black community is deeply pleased by the actions of the California Supreme Court in deciding that the State financing system serves to deny equal protection to the children of the poor. We are also gratified at the favorable response to the verdict on the part of not only those concerned with education matters but political figures of both parties. We are, however, concerned because of the mention of the possibility that the case might be appealed. I am writing to you because as a defendant in the lawsuit, it seems to us that both technically and in actuality you are the person in a position to make the determination as to whether or not an appeal should be taken to the U. S. Supreme Court. As I know you recognize, an appeal can only be detrimental, not only to millions of school children throughout the State, but to the interests of California generally. It is not that we are concerned about the merits of the matter on appeal, but at the very distinct possibility that an appeal would delay desperately needed reform in California for perhaps several years. We urge you, therefore, to stand firm against any pressures which might be exerted upon you urging you to instruct your attorneys to appeal.

The decision reflecting the opinion of six Justices of the California Supreme Court is probably the most widely acclaimed decision to come from any Court in recent years. Your action in getting to work immediately to see that the opinion is promptly implemented in the full spirit of the decision will receive the active support of all Californians. Conversely, any attempts to delay this desperately needed

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

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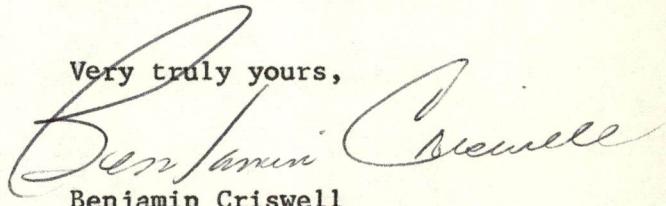
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SAN FRANCISCO, CALIF. 94115

- 2 -

reform, such as by taking an appeal, are likely to be recognized as just that - delaying tactics - and justifiably condemned. Moreover, the person taking the appeal would, in light of the Court's clear opinion, be putting himself squarely in the position of arguing that education is not a fundamental right within the meaning of the Constitutions of the United States and California. We know that you will not put yourself in that position and have every confidence in your prompt action to carry into effect the Court's mandate.

We want simply to express to you the continued support of all of us who are interested in equal justice for our children. Please let us know if there is any way that we can be of assistance.

Very truly yours,



Benjamin Criswell

President

BC:es

cc: Houston Flournoy
Verna Canson
Leonard Carter

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DIRECTOR OF EDUCATION
JUL 19 1971

Zell
SOUTH SAN MATEO COUNTY N.A.A.C.P. NEWSLETTER
(East Palo Alto, Menlo Park, Redwood City)

Vol. XIII, No. 7

P.O. Box 921
Redwood City, Calif. 94064

July 1971

Rev. Bernel B. Virdure, Pres.--325-3122
Mrs. Gelsomina Becks, Sec'y.--325-1011

GENERAL MEMBERSHIP MEETING

Tuesday, July 20, 1971
8:00 P.M.
Library Meeting Room

Francisquito Library
Nairobi Shopping Center
1659 Bay Rd., E.Palo Alto

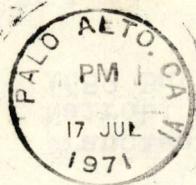
Main Agenda Items

1. Education: We must discuss our position in reference to the most recent move by the Sequoia Union High School district board to suspend the mandatory transfer portion of their desegregation plan, and the lawsuit being filed against them. The lawsuit will attempt to show how the district board over the years has deliberately aided segregation and unequal education within the district--a position we have maintained throughout the years. On the other hand, the suit seeks to reinstate mandatory transfer for the coming school year, which we have opposed in this particular circumstance because of the possible disastrous effects on black students mandated from Ravenswood to Woodside. We must give careful thought to this situation.
2. Employment: Follow-up on cases of employment discrimination, and reports on situation with Peninsula auto dealers. At our last meeting, Mr. Emanuel Irving, who is looking for a job in the auto industry, agreed to submit applications to several dealers. Report on results of his efforts will be given at the meeting; also results of further negotiations for minority jobs with auto dealers.
3. Fund-Raising Banquet: Due to a communications foul-up, we never received word that Assemblyman Leon Ralph was ready and willing to speak at the projected spring banquet that we cancelled because of inability to obtain a speaker. He is now willing to speak whenever we hold the banquet, which will be in late September or in October. A banquet committee must be selected at this meeting, and work must be started to make this affair a success.
4. New Business.

Memberships--Be sure and renew if your membership is expiring, and get your friends to join. We need all the active strength we can get.

JOIN THE FIGHT FOR FREEDOM--JOIN NAACP!

N. A. A. C. P.
BOX 921
REDWOOD CITY, CALIF.



Mr Wilson Rules
Supt of Public Schools
State Capital Bldg
721 Capital Bldg
Sacramento, Calif 95814

Till

WEST COAST REGION, NAACP, LEGISLATIVE OFFICE
1025 Ninth Street - Room 221
Sacramento, California 95814
444-9230

MEMORANDUM

RECEIVED
DIRECTOR OF EDUCATION
JUL 14 1971

To : Nathaniel S. Colley
From : Virna M. Canson

Date: July 12, 1971

Nat, you will recall I mentioned to you at the National Convention, my concern about applications for de-unification of districts which are coming before the State Board.

I note in the summary of minutes of the July 8 - 9 Board meeting, the following proposals:

A proposal of the Butte County Committee on School District Organization to amend the existing master plan for the unification of the Gridley High School District comprising the Gridley Union and Manzanita School Districts of Butte County (Item 9)

A proposal of the Butte County Committee on School District Organization to amend the existing master plan for the unification of the Oroville Union High School District comprising the Bangor Union, Feather Falls Union, Golden Feather Union, Honcut, Oroville Elementary, Palermo Union, Pioneer Union, and Thermalito Union School Districts of Butte County (Item 10)

A proposal of the Marin County Committee on School District Organization to amend the approved plan recommending the formulation of a unified school district comprising the area of the San Rafael and Dixie School Districts (Item 11)

A proposal of the Riverside County Committee on School District Organization to amend the master plan of the Elsinor Union High School District for the formation of a unified district comprising the area of the Elsinor Union School District, Murrieta School District and the Temecula Union School District (Item 12)

I cannot measure the degree of racial overtones, but wanted you to be alert

to this in connection with your legal plans

V MC:poc

Information copies: Mrs. Lizzie Scott, President, Butte County Branch NAACP
Mr. Mack Ward, President, Riverside Branch NAACP
Mr. Leonard H. Carter, Regional Director, NAACP
Doctor Wilson C. Riles, Superintendent, Public Instruction
Doctor John Ford, State Board of Education
Mr. Ples Griffin, Bureau of Intergroup Relations



NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

SEVENTEEN NINETY BROADWAY •

NEW YORK, N. Y. 10019 • 212-245-2100

Please direct reply to:

Leonard Carter, Director
Region I
995 Market Street
16th Floor
San Francisco, Calif. 94103
415 - YU 6-6992

*Collected Part 6/83
mid file*
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DIRECTOR OF EDUCATION
JUN 21 1971

June 18, 1971

Mr. Wilson Riles
Superintendent of Public Instruction and
Director of Education
California State Board of Education
721 Capitol Mall
Sacramento, California 95814

Dear Wilson:

I have read a copy of a letter addressed to you from Mrs. Erma Jean Turner, President of our Fresno, California Branch. The letter is dated May 12, 1971 and was seeking an investigation of several schools in the Fresno community. The letter contains a series of very serious charges alleging harassment, intimidation, physical abuse, discrimination and other actions that have no place in California schools.

I am very anxious to know how you responded to this communication and what role do you see as appropriate for my office in a matter of this nature.

I am enclosing a copy of the letter and would like to discuss this with you at an early opportunity.

Sincerely,

Leonard H. Carter
Leonard H. Carter
Regional Director

LHC:gh

cc: Mrs. Virna Canson, Field Director, NAACP

Enclosure

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WILSON RILES
Superintendent of Public Instruction
and Director of Education



3
To Mr. Godoy
6/21

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO 95814

June 2, 1971

Mrs. Erma Jean Turner, President
Fresno Branch NAACP
326 Fresno Street
Fresno, California 93706

Dear Mrs. Turner:

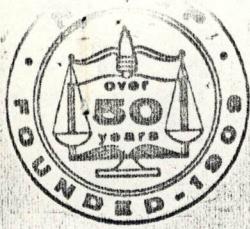
Your cover letter and attached enclosures sent to Dr. Wilson Riles were forwarded to this office for reply and consideration. You mentioned in your letter many instances of mental harrassment and physical mistreatment of children by school staff persons. We wish to address ourselves to specific allegations of misconduct and request that you secure the following information:

1. In the case of Al Morris and the claim of physical abuse by Mr. Cox, that you obtain a copy of the doctor's report of the accident. Al Morris' mother or father will have to request this document.
2. The full name and address of Mrs. Alexander, the substitute teacher.
3. The name, address and telephone number of the parents of Rita Mae Sconiers. This is the student suspended on February 8, 1971. In a conversation with Mr. and Mrs. Sconiers we can also discuss Janet Sconiers' problem regarding the school bus.
4. The name, address and telephone number of the parents of David Cromer, Jr. We would like to discuss the two separate incidents involving David.
5. You sent a copy of the news release concerning the case of the Luther Washington and Bobbie Summerfield families and the Fresno City Unified School District. We would like to know the status of the case and the time factors involved.

Since time is of the essence we would appreciate an immediate reply to the questions.

Sincerely yours,

Charles E. Godoy, Consultant
Bureau of Intergroup Relations
CEG:cal



FRESNO BRANCH

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

326 FRESNO STREET • FRESNO, CALIFORNIA 93706 • PHONE 233-4974

May 12, 1971

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46119 MAY 17

Mr. Wilson Riles
Superintendent of Public Instruction and
Director of Education
California State Board of Education
721 Capitol Mall
Sacramento, CA 95814

Dear Mr. Riles:

We respectfully request you conduct an investigation of West Park Elementary and Washington Union High School, within the Fresno County School District, regarding the faculty treatment of minority students attending these schools. There appears to be, as evidenced by daily class room operations, separate standards for white and minority students and rampant overt disregard for the human dignity and worth of Black and Mexican-American students. The minority population at West Park Elementary School is over 33 1/3% out of a total of 413 students and 60% at Washington Union High School which has 1,134 students. We further submit to you that the following inequities exist and are even encouraged by acts of omission or commission at these schools:

1. Physical abuse of students by teachers and school administrators, i.e. students being slapped by faculty.
2. Separate and arbitrary standards for white and minority students as practiced and supported/fostered by the schools administrators.
3. Verbal abuse of minority students via personal demeaning statements and vile racial slurs being practiced by the faculty, i.e. Nigger.
4. Harrassment of minority students by the faculty, i.e. arbitrary and unfounded expulsion of minority students.
5. Overt racial prejudice toward minorities, i.e. teachers making statements such as - why don't Black people have enough sense to take care of themselves and all of them are on welfare.

May 12, 1971

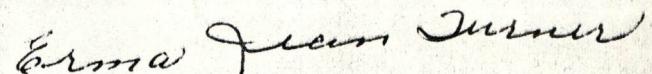
6. Absence of Black and Mexican-American teachers, counselors, or administrators in the school.
7. Faculty intimidation and suppression of minority students in an academical environment that by its nature requires question and freedom of expression.

These issues have been brought before the Fresno County School Board to no avail or even administrative inquiry other than to refer the matter back to the respective school - Washington Union High School. Certainly, not even lay-parents are expected to believe that impartial and fair judgment will be realized if the accused judges his own actions. On one occasion members of the NAACP, representing the minority school parents, were even denied entry to a regular school board meeting - a public meeting! We have sought an impartial inquiry and investigation of our charges through the accepted and appropriate channels and have been frustrated, denied an audience to even discuss the issues and ultimately told to negotiate again with the schools in question.

We therefore solicit your office to conduct a full investigation of the charges stated herein. We can supply witnesses and parents who will support the truth of our accusations and provide pertinent documentation of situations involving student-faculty-parents to verify a pattern of racial discrimination and insensitivity to the needs of minority students.

The fact that this matter must be looked into quickly cannot be expressed strong enough. May we have an early reply from you concerning our request and plight.

Sincerely,

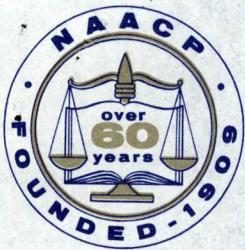


Erma Jean Turner
President

cc: HEW Regional
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RECEIVED
DIRECTOR OF EDUCATION
JUN 22 1971

*Called Carter
6/23
Re said
file*

June 18, 1971

Mr. Wilson Riles
Superintendent of Public Instruction
721 Capitol Mall
Sacramento, California 95814

Dear Wilson:

I am enclosing a photostatic copy of a letter addressed to you from our South San Mateo County Branch, dated April 20, 1971. I am very interested in knowing how you responded to this letter.

The South San Mateo County Branch has indicated its opposition to a school desegregation plan in the Sequoia Union High School District. Their opposition was stated against a mandatory transfer plan, but when I read the communication to you, along with the open letter, it would appear that this branch is actually opposed to the desegregation process and is supportive of separate black schools.

As you probably know, a recent election within the Sequoia Union High School District resulted in the defeat of the pro-desegregation majority that was moving towards school desegregation. The new school trustees will take office in July and I suspect one of their initial acts will be to reverse the desegregation plan. In this event, I contemplate the filing of a lawsuit to oppose a court order for desegregation and I suspect that such action may not be supported by our branch which would then necessitate the revocation of its charter.

I am very anxious to work closely with you on this particular problem as I suspect the black community of East Palo Alto has moved a long ways down the road towards separate societies. It may well be that a substantial majority of the black community will be in opposition to the NAACP position.

1950 REPORT TO THE MEMBERSHIP AND FIELD DIRECTORS

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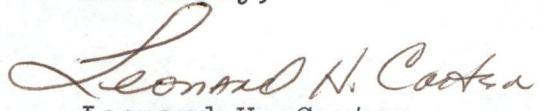
URBAN PROGRAM DIRECTORS: Walter Weldon Black, Jr., *Washington, D.C.*; C. Anderson Davis, *Houston, Texas*; W. J. Hodge, *Louisville, Ky.*; Edward J. McClellan, *Chicago, Ill.*; Curtis J. Way, *Newark, N.J.*

TRAINING SECRETARIES: Carla Allen, *Dallas, Texas Area*; Bettye Black, *Los Angeles, Calif. Area*; George H. Clay, *Montgomery, Ala. Area*; Eugene H. Kelly III, *Columbus, Ohio Area*; Kate F. Moore, *Chicago, Ill. Area*; Naydene Paysoure, *Washington, D. C. Area*.

Mr. Wilson Riles
18 June 1971
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Please let me hear from you at your earliest convenience.

Sincerely,



Leonard H. Carter
Regional Director

LHC:gh

Attorney Nathaniel Colley
Mrs. Virna Canson

Enclosure

Re: Player Box
Retention

WILSON RILES
Superintendent of Public Instruction
and Director of Education



*cc: Dr. Carter
5/22*

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

May 5, 1971

Mrs. Gelsomina Becks, Secretary
South San Mateo County NAACP
Post Office Box 921
Redwood City, California 94064

Dear Mrs. Becks:

I appreciate the frank comments in your letter to me of April 20, 1971. You touched upon a number of issues vital to your community and to education throughout the state.

You should know that my letter to Superintendent George Chaffey was not an unqualified endorsement of the Sequoia Union High School District's desegregation plan. It was a commendation of the local initiative taken by the district's board of trustees, staff and community in discussing the problem and possible alternative solutions before adopting a plan. I have emphasized my belief in local district responsibility to provide solutions to problems of racial and ethnic segregation as opposed to federal, state or court-ordered desegregation. I have neither studied the details of the Sequoia plan, nor have I commented on its quality.

I reiterate my belief in the concept of an integrated society. Ideally our schools should be prototypes of that society. In order to realize these goals, I see the need for unwavering efforts from all of us who share these goals. No school in the Sequoia District can be written off. Each school's faculty and program should be adjusted so that there will be those academic and social experiences that will allow and encourage individual student pride and achievement. If, as you say, the atmosphere at Woodside High School is sterile, community and district efforts must be increased to eliminate the racism and sterility and make it a productive setting for our children. Some sacrifices will be necessary to accomplish this. Such sacrifices must not include the destruction of black (or any other) children.

You indicated that you are not opposed to integration or any plans that will improve the education of our children. I am asking that the South San Mateo County NAACP continue to work for integrated schools and other educational improvements that you desire and further seek their inclusion.

Mrs. Gelsomina Becks

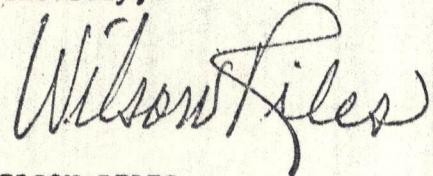
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May 5, 1971

in all schools of the Sequoia District. We cannot afford to abandon any students, whether they remain at Ravenswood High School or are transferred to other schools in the district. You have correctly identified part of the enemy--hatred and bigotry. The other enemies to be defeated are frustration and despair within your own ranks.

I am interested in discussing unification possibilities with you. Please let us continue to be in touch.

Sincerely,



WILSON RILES

National Association for the
Advancement of Colored People

So. San Mateo County Branch

PHONE 325-3122

P. O. BOX 921

4750 APR 23

REDWOOD CITY, CALIF. 94062

April 20, 1971

Mr. Wilson Riles
Superintendent of Public Schools
State Capitol Building
721 Capitol Mall
Sacramento, Calif. 95814

Dear Mr. Riles:

Enclosed is a copy of our recently-released open letter regarding the present "integration" plan in the Sequoia Union High School District. In the light of your recent unqualified endorsement of this plan (at least, that is how our local newspapers made it appear), we thought you might want to know why we feel there are major dangers in this plan.

Many members of the black community here were disturbed by your statement, including many of our NAACP members, who can hardly be included among the radical black militants. Personally, I remember discussing the matter of our unification move with you when you were campaigning in East Palo Alto a year ago, and you seemed favorably inclined toward it--you said to come discuss it with you when you took office this year, and you would do what you could to help us.

The open letter is self-explanatory, but there are a few things we would like to stress.

One, the black community, from the most conservative to the most radical, seems to agree that it is ridiculous to put a white school in the heart of a black community looking for self-determination. What the plan does is create six white high schools, five of them in white communities that will consider them as parts of their communities--and one in the heart of the black ghetto. It will take quite a bit of doing to make this school and the community relate to each other.

Two, there is the basic premise on which the idea of desegregation-integration is based: improving the education of all the students. We do not see that the Sequoia plan will harm the education of white students--they will get a fair chance at an academic education at any district school. If there is not too much hostility on the part of black students at Ravenswood High School, the white students may well benefit from the sociological aspects of this plan. But what about the black students in the white schools--how will they be affected academically?

To analyze the black students' situation we must realize that until this year, no matter how much harrassment and racism black students

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encountered when voluntarily transferring to white schools, they still had a better chance of getting an academic education than at Ravenswood, which most people readily admitted to have serious academic problems. The students who transferred preferred to try for higher academic achievements and sacrifice the security and social well-being of attending a black school. Unfortunately, many found that the psychological and emotional pressures they were placed under at the white schools negated to a great extent the academic advantages there.

This coming school year, the district is seeking to upgrade Ravenswood with an innovative, creative program and the best of staff, including a new black principal. Of course it is insulting to the black community that Ravenswood was not upgraded this way until it was deemed necessary to put white students in and take black students out, but at least there seems to be a chance that black students at Ravenswood will at last be educated academically, while still feeling more at home psychologically than at the other schools. Many students obviously did not believe there would be enough academic improvement and still chose to transfer out of Ravenswood this year. How they will do is questionable, but at least it was their choice. But what of the 95 black students who bought the propaganda and chose to stay, but were forced out by computer? How will they fare at Woodside High School?

It is significant that in order to balance the schools, all mandatory transfers out of Ravenswood were sent to Woodside. Of all the white schools, Woodside was the one which the fewest black students chose, although it is the second closest geographically. And Woodside was the one white school which so many white students chose to leave that it was unnecessary to transfer any more out under the mandatory program. The reasons that white transfers gave for leaving were all substantially similar: the rich, white, sterile Woodside atmosphere; the rigid white middle-class-oriented structuring, the disinterest in the individual creative thoughts and needs of the students who chose not to fit exactly into the prescribed pattern. These students felt stifled at Woodside to benefit from the academic advantages, and felt that their ideas and needs would have a better chance at a school like the "new" Ravenswood. Many more would have left, had not their parents forbidden it. Many seniors, not affected by the mandatory transfer, still chose to leave. If so many white, middle-class students feel this way, can you imagine the reactions of 95 black students from a poor minority area? Many could easily be lost academically and psychologically, whether they drop out or manage to pull through. Or—if they are rebellious—they may become white-hating black separationists.

National Association for the
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In summation, we would point out that even if mandatory transfer is repealed, desegregation will not be substantially affected. Over-crowding and under-crowding would not be that much of a problem. Whether black students will benefit under voluntary transfer is still questionable, but at least they made the decision. We are not especially concerned about the white students mandatorily transferred, as they will probably still have a good academic chance at any of the schools. But we cannot very well ask for a repeal of the order forcing 95 black students into Woodside without opposing the mandatory aspect of the transfer plan as a whole. We are convinced that the 95 students being forced into Woodside are in grave danger of academic and psychological harm by this order, and we will do anything to see that they are not forced to go.

To conclude: we do not oppose integration and would approve any mandatory or voluntary plan that would be likely to improve the education of our children. But as long as we feel that a plan will be detrimental to the education of black children, we must oppose it--and try for black control of predominantly-black schools. It is ironic indeed that the schools have reversed the old pattern of segregation and wound up having come full circle back to the original situation--black children being forced into a detrimental educational situation simply because they are black.

We would appreciate hearing from you soon on this question. If you are still willing to give us advice on the unification possibilities (as described in the open letter), we will be thankful for any help you can give us.

Yours for better education,

Gelsomina Becks

Mrs. Gelsomina Becks, Secretary
South San Mateo County NAACP

cc: Mr. Leonard Carter
Mr. Clarence Cryer

Enclosure